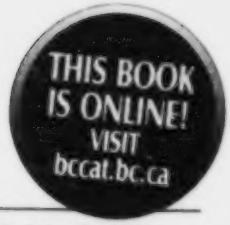
Articulation Committee Handbook

4th Edition

A Guide to the Mandate and Operations of Post-Secondary Articulation Committees in British Columbia



BRITISH COLUMBIA COUNCIL ON ADMISSIONS & TRANSFER

Articulation Committee Handbook:

A Guide to the Mandate and Operations of Provincial Post-Secondary Articulation Committees in British Columbia

Fourth Edition

Revised March 2004

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British Columbia Council on Admissions and Transfer (BCCAT)

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This Handbook is also available in html and pdf formats from *BCCAT Online*, the internet service of the B.C. Council on Admissions and Transfer: **www.bccat.bc.ca**

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Introduction

Greetings from the B.C. Council on Admissions and Transfer (BCCAT)!

Provincial articulation committees play a critical role in the operation of the B.C. post-secondary system, and can enhance student success within that system. Students' access to programs and institutions, their transfer through the system and their equitable treatment are all affected by articulation committee decisions.

Articulation committees also provide an invaluable forum for discussion of new developments in disciplines and for fostering collegial relationships. The essential role performed by articulation committees within the B.C. post-secondary system is described in detail in this handbook and this information is available as a separate brochure from the BCCAT office.

Since its inception in 1989, the B.C. Council on Admissions and Transfer has had responsibility for the coordination of provincial articulation committees. This relates to the Council's mandate to forge linkages among post-secondary institutions to ensure an accessible and responsive transfer environment for B.C. students. All the Council's projects and initiatives have been and continue to be directed to this end. Diagrammatic overviews of the Council and its activities are provided in this handbook to illustrate how integral articulation committees are to the functions and mandate of the Council.

This handbook has been especially designed for individuals who serve on articulation committees, as chairs, system liaison persons, or as a representative from an institution or organization. Additional information is available on our website (www.bccat.bc.ca). There you will find:

- an electronic version of this handbook;
- the *Online Transfer Guide*;
- current contact information for articulation committees and links to articulation committee websites (where they have been established);
- information on resources and funding for articulation projects;
- final reports for projects undertaken by articulation committees;
- research reports related to transfer issues, and much more.

You can also phone, fax or e-mail us at the addresses listed below. We are always happy to help in any way we can.

Tel: (604) 412-7700 Fax: (604) 683-0576

From May 2004:

Tel: (778) 333-7700 Fax: (778) 333-0576

Web Site: www.bccat.bc.ca / E-mail: articulation@bccat.bc.ca

Part A

B.C. Council on Admissions & Transfer (BCCAT)

BC COUNCIL ON ADMISSIONS & TRANSFER
Major Activities

Transfer and Articulation

Co-ordinate Articulation Committees & Transfer Agreements

Transfer Policy
- principles and guidelines for transfer
- advice and assistance to Ministry
- advice and assistance to institutions
- information on non-traditional transfer
- liaison with secondary school system

Articulation Committees
- production and distribution of articulation committee [illegible]lbook
- reception and supervi[illegible] of minutes and follow-up of issues arising
- appointment of System Liaison Persons
- annual meeting of Chairs and System Liaison Persons

BC Transfer Guide
- co-ordination
- production and distribution

BCCAT Online
- On-line Transfer Guide
- pdf tables
- admissions and system information
- publications
- articulation committee resources
- links to other sites

Improving Transfer
- transfer pathways
- transfer innovation projects
- block transfer
- mediating transfer disputes
- seminars and workshops on articulation and transfer
- initiatives with BCcampus

Associate Degrees
- curricular requirements
- transfer and admission policies

Review and Recommend Transfer Processes

Standards & Processes
- timing issues for transfer students
- tracking issues
- record keeping issues
- information/communication issues
- electronic data interchange (EDI)
- on-line course transfer

Transfer Credit Evaluation Form
- web-based form

Private/Public Articulation
- coordinate private/public articulation

Inter-Provincial Transfer
- improvement of inter-provincial transfer
- advice to other provincial jurisdictions
- information on transfer into/out of BC
- liaison with international jurisdiction

Admissions

Areas of Work
- examination of admissions policies & practices
- collection & dissemination of comparative information
- research on admissions, access and student mobility
- encouragement of information sharing among institutions on enrolment planning
- admissions issues related to collaborative online learning
- admissions issues and information related to secondary/post-secondary transitions
- management of the Opening Doors online resource

Research

Areas of Study
- policy reviews
- transfer student profiles
- transcript assessments
- student surveys (outcomes)
- advising and admissions personnel surveys
- retention and attrition
- patterns of student mobility
- transfer rates
- transfer administrative processes
- applications, admissions & registrations
- overall transfer effectiveness

Communications

Publications
- BC Transfer Guide
- BCCAT Online
- newsletters
- research reports
- research report summaries
- policy discussion papers
- brochures
- handbooks
- annual report

System Collaboration
- with institutions
- with agencies
- with system committees
- with Ministry

Student Advising
- student transfer handbook (BC Transfer TIPS)
- TIPS Facilitation guide
- reply to student queries, FAQs
- transfer liaison network
- the Advisor

BRITISH COLUMBIA COUNCIL ON ADMISSIONS & TRANSFER

SUPPORTING BC's EDUCATION SYSTEM

MANDATE:

The mandate of the British Columbia Council on Admissions and Transfer (BCCAT) is to facilitate admission, articulation and transfer arrangements among B.C. post-secondary institutions. Specifically, the Council (a) encourages institutions to develop policies and practices that facilitate the transferability of post-secondary credit courses so that credit granted at one institution can be applied toward credentials at other institutions, and (b) examines issues pertaining to capacity, demand, and student mobility, and recommends policies and practices that facilitate the admission process for direct entry and transfer students.

In pursuit of this mandate, BCCAT provides online resources on admission to and transfer among B.C. post-secondary institutions, publishes user-friendly student materials, mediates articulation disputes, recommends practices designed to eliminate undue barriers to transfer, and commissions research on the overall effectiveness of the provincial admissions and transfer environment. The Council fulfills its mandate through leadership and coordination of collaborative activities in the areas of articulation, transfer, and admissions. The resulting collaboration in the planning and administration of programs, policies, and practices helps to ensure an accessible and responsive system.

COUNCIL:

The Council is funded annually by the Ministry responsible for post-secondary institutions. Its members are appointed by the Minister and are drawn from the education system. Members strive to achieve the mandate of the Council by serving the overall best interests of the system and do not formally represent any specific institution or constituency with which they are affiliated.

COMMITTEES:

The Council carries out its work with the assistance of a number of committees, whose members are drawn from the post-secondary system. The standing committees of Council are: Transfer and Articulation Committee; Admissions Committee; Institutional Contact Persons Committee; Research Committee; Task Force on Standards and Processes; Transfer Liaison Network; and Publications Committee. Advisory and task-specific groups are established as needed.

Revised: March 2004

Transfer and Articulation Committee:
Terms of Reference[1]

Membership

The Committee is composed of up to twelve members, at least two of whom are members of Council. The remaining members are drawn from a broad cross-section of the post-secondary community. Students and faculty are represented. The Executive Director and an Associate Director attend as non-voting resource persons. The term of membership is three years subject to renewal for one additional term if mutually agreed. The committee reports to Council.

Purpose

The purpose of the committee is to provide advice and counsel to Articulation Committees and BCCAT on issues of articulation and transfer policy; to oversee Articulation Committees; and to initiate, implement, and monitor projects or initiatives designed to improve or enhance transfer.

Objectives

1. To provide expert advice to BCCAT on key issues and values related to articulation and transfer within the British Columbia Transfer System.

2. To provide expert advice to BCCAT on issues related to expanding the B.C. Transfer System by adding new institutions or by articulation with other systems or sectors.

3. To develop and recommend policies and practices to foster transfer opportunities for students wishing to move between post-secondary institutions.

4. To initiate, approve and monitor innovative transfer projects and initiatives.

5. To oversee the mandate, operations and effectiveness of Articulation Committees: including reviewing requests for the establishment of new Articulation Committees, reviewing the need for the reduction and/or the consolidation of existing Articulation Committees, and advising on the appointment of System Liaison Persons.

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[1] Revised and approved by the Transfer & Articulation Committee (TAC), 12 February, 2004. (The TAC is the committee of Council which is responsible for overseeing the work of Articulation Committees.)

6. To review issues that arise from meetings of the Articulation Committees and to assist in resolving any problematic situations as and when they arise.

7. To review articulation and/or transfer problems that arise and help resolve any such problems.

8. To review available research or documents on articulation and transfer issues in B.C. and/or other jurisdictions which might affect current or future transfer policy, procedures or projects.

Part B

Articulation and Articulation Committees

Articulation Committees:
Overall Role and Terms of Reference

Articulation Committees: Their Essential Role in a Successful Transfer System[2]

British Columbia's post-secondary Transfer System consists of all B.C. public institutions, Yukon College and those private institutions which have been approved to participate through a provincial quality assessment process. Within the Transfer System smooth student mobility between institutions is supported by all partners. Articulation committees play a critical role in that process and this document provides a succinct overview of that role.

There are 70 articulation committees currently recognized by the B.C. Council on Admissions and Transfer (BCCAT). They exist for most disciplines or programs that are delivered in more than one B.C. post-secondary institution. There are committees for academic programs (*e.g.* Philosophy, Math, English), applied and professional programs (*e.g.* Nursing, Adult Education, Tourism Management), vocational, trades and technical programs (*e.g.* Drafting, Automotive Service Technician, Welding) and Adult Basic Education programs.

The Terms of Reference for articulation committees state that their purpose is to "expand educational opportunities for students by facilitating transfer of students from one educational institution to another." Discipline specialists normally come together once a year to share information, and engage in discussions related to curricular matters, particularly those affecting student mobility. For articulation committees in technical, vocational and preparatory fields, these discussions often centre on provincial curriculum and shared objectives, while for the committees in academic and professional disciplines topics most often revolve around course equivalencies and transfer relationships.

While specific transfer credit is not usually negotiated in detail at articulation committee meetings, deliberations at the meetings lead to common understandings regarding course objectives and outcomes, and relevant teaching methodologies. Professional working relationships are fostered among disciplinary colleagues throughout the system. At effective meetings, current and potential transfer problems can be discussed, as well as ways to deal with or prevent those problems. Notice of upcoming curriculum changes can be given and common professional issues can be reviewed.

[2] The information outlined in this section is also available as a one-page brochure from BCCAT.

Where possible, committees also have a member from the secondary school system who provides valuable linkages to teachers of that curriculum and to issues related to secondary to post-secondary transitions.

All institutions offering a particular program are expected to send a representative to the annual meeting of the relevant articulation committee. The cost of attendance is borne by each institution. The successful functioning of articulation committees depends on the ability of each representative to provide effective liaison between his/her own department, the committee, and other institutions. It is vital, therefore, that institutions select as their representatives individuals who are *experienced members of their departments* (ideally department heads) and who are exceptionally well informed regarding articulation matters.

Inter-institutional credit transfer is a key aspect of the B.C. post-secondary system, providing mobility and facilitating efficient credential completion mechanisms for all students. At the same time, each institution is autonomous in matters of admissions, curriculum design and standards. Articulation committees provide an essential link between autonomous institutions offering related programs, and as such are a critical factor in the smooth functioning of a successful integrated and coordinated transfer system.

(See following page for a complete list of articulation committees)

Currently Recognized Articulation Committees

- ABE (Computer Studies) Working Group
- ABE (Education & Career Planning) Working Group
- ABE (English) Working Group
- ABE (Fundamental) Working Group
- ABE (Math) Working Group
- ABE (Science) Working Group
- ABE (Social Science) Working Group
- ABE Steering Committee
- Adult Education
- Adult English as a Second Language
- Adult Special Education
- Adventure Tourism
- Agriculture/Horticulture
- American Sign Language
- Applied Business Technology (ABT)/Office Administration
- Auto Parts & Light Warehousing
- Automotive Collision Repair & Refinishing
- Automotive Service Technician
- Biology
- Business Administration
- Carpentry
- Chemistry
- Commerce
- Communications
- Computing Education
- Creative Writing
- Criminology
- Dental Educators
- Drafting Technologies
- Early Childhood Education
- Earth Sciences
- Economics
- Electrical
- Electronics Engineering Technology
- Electronics Technician
- Engineering
- English
- Environmental Programs
- Film Studies
- First Nations Studies
- Forestry
- Geography
- Heavy Duty/Commercial Transport/Diesel Engines
- History
- Home Support/Resident Care Attendant
- Hospitality Management
- Human Service Programs
- Mathematics/Statistics
- Media & Communication Studies
- Millwright/Machinists
- Music
- Nursing
- Outdoor Power Equipment/ Motorcycle/Marine
- Philosophy
- Physical Education & Kinesiology
- Physics
- Piping Trades
- Political Science
- Practical Nursing
- Professional Cook Training
- Psychology
- S.C.O.L.A. (Standing Committee on Language Articulation)
- Sheet Metal
- Sociology/Anthropology
- Theatre
- Tourism Management
- Travel Programs
- Visual Arts & Design
- Welding
- Women's Studies

Objectives of Articulation[3]

Articulation in British Columbia is a process which contributes to an overall objective of expanding educational opportunities for students by:

a) providing a mechanism for exchanging information and enhancing cooperation and coordination among institutions providing instruction in a given area of study;

b) promoting course and program equivalency where appropriate; and

c) aiding in the process of achieving inter-institutional transfer credit. As defined, and within these stated objectives, the articulation process should embrace universities, university colleges, colleges, institutes and secondary schools.

Terms of Reference for Articulation Committees[4]

1. Articulation Committees operate under the aegis of the B.C. Council on Admissions and Transfer and report to the Council through its Transfer and Articulation Committee.

2. Articulation Committees exist for most academic disciplines, and most career, vocational and developmental programs. The creation of new committees requires the approval of the Transfer and Articulation Committee.

3. All institutions are expected to send one representative to each articulation committee for which they deliver a program of study.

4. The cost of articulation meetings is to be covered by institutional budgets.

5. Articulation Committees consist of voting representatives of institutions in the B.C. Transfer System which offer, or plan to offer, instruction in the respective discipline or program. In addition and as appropriate to the discipline, there will be one voting representative of the secondary schools and one from the counterpart Adult Basic Education Working Group. Articulation Committees may invite representatives from other institutions to participate (voting or non-voting) and may invite other guests or observers. In addition, appropriate Ministry staff may attend meetings.

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[3] Revised February 1998.
[4] Revised March 2004

6. A System Liaison Person (SLP) will be appointed to each committee by BCCAT in consultation with the committee, and when the committee concurs that such an appointment be made. The SLP will provide liaison with administrative groups and act as a non-voting resource person.

7. Committees will normally meet once a year for one or two days, at a time set by the Committee, but whenever possible during a non-teaching duty time. The location of each meeting will be determined by each committee but will most often be in the Greater Vancouver area for reasons of economy and convenience.

8. Committee members should be experienced representatives of their department and be well informed regarding articulation matters. They should serve for at least two years in order to build understanding and continuity.

9. Each Articulation Committee chairperson will distribute an agenda well in advance of each meeting. Shortly after each meeting (normally within one month), the draft minutes, including a list of participants and items to be drawn to BCCAT's attention, are to be sent to the Council office and to members.

10. Each member is responsible for liaison between his/her home institution and the Articulation Committee. This includes ensuring that all instructors and relevant administrators receive copies of committee meeting minutes and are informed regarding transfer issues, curricular change, program initiatives or any items likely to affect the home institution.

11. While course articulation is normally related to first and second year courses, the inter-relationship between upper and lower level courses can also be explored.

Goals of Articulation Committees

1. To expand educational opportunities for students by facilitating transfer of students from one educational institution to another.

2. To foster understanding of course objectives in the discipline/program and provide for liaison among instructors of the subject at all levels.

3. To exchange information about entry requirements, measures of achievement, course numbering systems, textbooks, and supporting facilities.

4. To exchange information, particularly relating to new developments in the field, to identify common professional issues, and to identify opportunities for program development.

5. To maintain liaison with appropriate external certification bodies.

6. To provide a forum for discussion of instructional practices and for the exchange of learning materials.

7. To provide a forum for the discussion of any changes contemplated in courses and programs that will affect transfer relationships.

8. To foster an orderly implementation of the Transfer Guidelines.

9. To identify and forward transfer problems which require the attention of the B.C. Council on Admissions and Transfer.

Length of Service for Committee Chair

At present, the responsibilities and terms of office for the chair vary greatly from one committee to another. Several expect the chair (or a small executive committee) to speak for the full committee between meetings, to collect information and set agendas for annual meetings, and generally to continue as an active chair throughout the year. Others expect little more from the chair than the chairing of the annual meeting. Some rotate the position of chair annually or simply agree that someone from the hosting institution will act as chair. Some hold annual elections but may elect the same person for several terms. A few have two or three year terms of office for the chair.

It is the opinion of BCCAT that committees benefit substantially from having chairs and secretaries who serve for a minimum of two years. We recommend that every committee adopt a chairing or executive structure which ensures efficiency, continuity, and distribution of work among members.

Articulation Committees and Accountability

The B.C. post-secondary system spends a considerable amount of public funds every year on articulation committee activities. This is a measure of the importance placed on the work of articulation committees. It is vital that these committees are accountable for this money, and that they are able to demonstrate that the public post-secondary system receives value from the meetings.

Accountability to BCCAT

BCCAT manages and coordinates articulation committees on behalf of the system, and responds to transfer issues and articulation problems identified by committees. Committees as a whole can demonstrate accountability to BCCAT in several ways:

- keep in touch with BCCAT and ensure that contact information for the committee is current;
- send draft minutes within one month of meeting;
- ensure matters requiring intervention or assistance are drawn to the attention of BCCAT.

Accountability to Institutions

While BCCAT sets the Terms of Reference for Committees and coordinates articulation activity, it does not pay for articulation meetings. The funds to cover expenses related to articulation activities (*e.g.* reviewing course outlines, sending faculty to meetings) are included in the transfer of funds from the province to institutions in the post-secondary system. It is the institutions, therefore, who approve and pay for representatives to attend articulation meetings.

It is important that individual members of committees communicate the nature and purpose of these meetings to their respective institutions, so that decisions made regarding payment may be sufficiently informed.

BCCAT Guidelines refer to meetings taking place normally once a year, for one or two days, most often in the Lower Mainland. Participants should ensure that, when seeking approval to attend, they inform the institution if:

- the meeting is for more than two days;
- the articulation committee meets more often than once per year;
- the meeting is in a particular locale which may be deemed inappropriate (*e.g.* outside the province, in an expensive location, etc.);
- the meeting includes events which fall outside the Terms of Reference of articulation committees, such as professional development, fieldtrips, conferences or curriculum development.

See the Roles and Responsibilities sections, starting on the next page, for specific duties of Chairs, System Liaison Persons, committee members and BCCAT.

Participants: Roles and Responsibilities

Roles and Responsibilities of Chair

The chair is key to the success of the articulation committee, as he/she has important responsibilities in communication with members, organizing and chairing the meeting and ensuring appropriate follow-up on action items. A committee structure that encourages delegation of responsibility and "succession planning" can help. The following are intended as general guidelines.

Item	Notes
1. Serve as formal contact with BCCAT.	Use BCCAT and the *Articulation Committee Handbook* as a resource.
2. Attend regular meetings of Articulation Chairs & SLPs, convened by BCCAT.	BCCAT reimburses travel and accommodation expenses for chairs for this event, normally held each year.
3. Establish/maintain an email group or listserv for the committee. [Note: BCcampus may be able to host the listserv (**info@BCcampus.ca**).]	Ensure BCCAT (**articulation@bccat.bc.ca**) is on the list.
4. Notify all members regarding details of meetings of articulation committee.	Most representatives require several weeks' notice to book economy airfares.
5. Where appropriate, ensure the secondary school representative, the ABE representative, and any other appropriate representative from private or public agencies is invited to attend meeting.	Contact BCCAT if you require clarification or information.
6. Set agenda, confirm date, venue and chairing arrangements for committee meeting. Send out agenda well in advance of meeting.	Each institution pays the cost of its member's travel. Meeting expenses (*e.g.* meeting room, food) are either borne by the host institution or shared among members. Clarify in advance what the host institution is prepared to contribute.
7. After the meeting, provide (or ensure secretary provides) minutes to BCCAT, and all committee members. (It is understood that these will be *draft* minutes.)	Send electronically to: **articulation@bccat.bc.ca** *Note: This should be done as soon as possible after the meeting, normally within one month.*
8. Alert BCCAT, in a timely manner, to any issues requiring attention.	By email to **articulation@bccat.bc.ca**, highlight relevant section of minutes.
9. Alert BCCAT to changes in chair.	Email to **articulation@bccat.bc.ca**
10. Pass on relevant information to new chair.	Here's your opportunity to mentor!
11. Check that your information is correct on the website.	BCCAT Website is: **www.bccat.bc.ca**. (Go to the "Articulation Committees" menu.)

Roles and Responsibilities of Individual Committee Member

Each articulation committee member provides a vital link between the committee and his/her home institution or constituency.

Item	Notes
1. Attend meetings of articulation committee. Make sure you obtain all necessary approvals to attend.	Home institution bears the cost. Most institutions have policies or procedures to follow regarding attendance.
2. Canvass department members or colleagues for agenda items in advance of meeting.	Contact chair to ensure that your items are included in the agenda for the meeting.
3. Distribute agenda to colleagues and relevant administrators in your institution.	Request feedback to take to the meeting.
4. After the meeting, distribute draft minutes and your own report to colleagues and relevant administrators at your home institution. If you are a secondary school representative, send minutes and brief report to your PSA, the Career Education Society, etc. If you are a representative from a counterpart ABE articulation committee, send minutes and report to your ABE articulation chair.	Some institutions ask that members submit a report as a condition of attendance.
5. Alert own department if unable to serve on the committee or to attend a meeting.	Department designates new member or alternative representative.
6. Ensure chair receives notice of any changes in member name and contact information.	Contact BCCAT (**articulation@bccat.bc.ca**) if you need contact information for the chair, or try locating the information on our website: **www.bccat.bc.ca**
7. Pass on your committee file, minutes, etc. to the new representative.	
8. Consider serving as chair or secretary, or hosting a meeting.	Many committees have rotating meeting locations.

Roles and Responsibilities of System Liaison Person

The SLP is normally an administrator from a post-secondary institution who can serve as a knowledgeable resource person on system issues and processes. He/she should ideally have a knowledge or appreciation of, or experience in, the discipline and is appointed by BCCAT, following consultation with the articulation committee. While the SLP is non-voting, he/she is a valuable member of the articulation committee, bringing a wide knowledge of the post-secondary system to committee discussions, and helping to provide context for system initiatives and information on system processes. This provides assistance to the group members, who are mainly discipline experts. SLPs also act as advocates for articulation and provide links to administrative committees.

	Item	Notes
1.	Attend meetings of Articulation Chairs and System Liaison Persons, convened by BCCAT.	Home institution bears the cost for SLPs for these events, normally held each year in the early spring.
2.	Attend annual meeting of articulation committee.	Home institution bears the cost.
3.	Provide advice and information to committee about structure of post-secondary system and current system-wide innovations or initiatives.	Act as non-voting resource person, knowledgeable about system issues.
4.	Provide continuity for committee as chairs rotate, with background and history of issues. Provide assistance as desired by committee with meeting procedures.	
5.	Provide technical advice on how to forward an articulation concern through appropriate channels.	This may include contacting BCCAT on behalf of the committee.
6.	Provide administrative perspective on issues under discussion.	For example, how initiatives and changes are budgeted for at institutions.
7.	Act as liaison with system committees.	Committees might include Senior Academic Administrators' Forum (SAAF), Vice-Presidents Academic Committee (VPAC), Deans and Directors groups, B.C. Association of Trades and Technical Administrators (BCATTA).
8.	Alert BCCAT and committee chair if no longer able to serve.	BCCAT will appoint a replacement and send handbook.

Roles and Responsibilities of BCCAT

All articulation committees operate under the aegis of the Transfer and Articulation Committee of BCCAT. The BCCAT office maintains files on all committees and responds to concerns related to articulation and transfer.

Item	Notes
1. Appoint members and hold regular meetings of the Transfer & Articulation Committee (TAC) of Council.	Committee normally meets two or three times per year.
2. Convene meetings of Articulation Chairs and System Liaison Persons (SLPs).	Normally meetings are held once a year in early spring. BCCAT pays travel expenses for chairs to attend.
3. Maintain files on all articulation committees.	Files include contact information, minutes and correspondence.
4. Ensure committees know that BCCAT staff members are available to attend meetings.	Staff may not be able to accommodate all requests, but they will try to do so.
5. Follow up on any contentious issues or disputes to facilitate resolutions as required.	Articulation committees often bring these issues to the attention of BCCAT.
6. In consultation with committee, appoint a System Liaison Person (SLP) to each articulation committee.	See previous page for role of SLP.
7. Publicize the work of articulation committees.	BCCAT newsletters or other appropriate media will contain information about the work of the committees.
8. Ensure that articulation members, chairs and SLPs are informed regarding roles and responsibilities.	BCCAT will provide handbook and maintain regular contact with chairs and SLPs.
9. Consult as appropriate with articulation committees as issues arise requiring their expertise or involvement.	Normally such contact is through chair.
10. Inform articulation committees about opportunities to undertake projects related to articulation and transfer.	Act as resource for articulation committee engaged in such projects.
11. Maintain section of website with relevant information and resources for articulation committees.	*BCCAT Web Site (home page):* **www.bccat.bc.ca** *Articulation Section:* **www.bccat.bc.ca/articulation/index.html**

The Meeting

Setting Effective Agendas

The following suggestions grew out of a workshop at the Annual Meeting of Articulation Committee Chairs. They are provided as a helpful guide, especially for new chairs, but are not intended to be prescriptive.

In advance of the meeting:

1. Email participants at least two months before the meeting. Remind them of the date, request agenda items and suggest key issues;
2. Check previous minutes for items to be brought forward to this meeting;
3. Send out the agenda at least two weeks before the meeting;
4. Indicate which are action items (A) and which are information items (I) and schedule action items early on the agenda.

An agenda that follows a set pattern can be helpful as a starting point: for example:

Agenda Item	Notes
1. *Welcome and Introductions*	Host institution often asks administrator to welcome participants. Make all new members feel welcome. Distribute sign-up sheet for contact information.
2. *Approval of Agenda*	Does it seem do-able in the time? Should any items have a higher priority?
3. *Approval of Previous Minutes*	
4. *Review Purpose of Meeting*	Review Terms of Reference for Articulation Committees. Clarify what is and what is not articulation business. Ensure everyone is familiar with the Handbook.
5. *Reports of Subcommittees*	In previous meetings, were any individuals or groups given tasks to do? Is the committee working on an articulation project?
6. *Reports of Organizational Representatives*	*e.g.* Representatives from secondary school, ministry, BCCAT, professional bodies (*e.g.* CGA, RNABC), ABE, ITA, other post-secondary providers.

(table continued on next page)

7.	*New Articulation Business*	*e.g.* Notice of changes to curriculum at receiving institutions and the implications of such changes; new program proposals; new advances in the discipline which will affect course outlines; impact of technology on course content or delivery; changes in external accrediting body regulations or policies; issues related to common instructional resources or assessment practices.
8.	*Summary of New Business*	Review decisions made, actions agreed to and to whom they are assigned, items to be brought to the attention of BCCAT, any unresolved items to be brought forward to next meeting.
9.	*Elections*	Try to maintain a committee structure that provides for "succession planning" and the sharing of responsibilities and tasks.
10.	*Institutional Reports*	These can be submitted in advance in writing. If time for verbal reports, ask participants to limit remarks to items relevant to the work of the committee.
11.	*Next Meeting*	Establish, if possible, meeting dates and locations two to three years in advance. Clarify hosting commitments and delegate responsibilities such as recording minutes.
12.	*Adjournment*	

Guidelines for Articulation Committee Minutes

Purpose of Articulation Committee Minutes

The minutes of articulation committee meetings fulfill several key functions:

1. They inform all participating institutions about current province wide initiatives or proposals that can impact on the program or discipline.

2. They alert BCCAT and institutions to problems of articulation and transfer that may call for mediation or other types of intervention, and track those issues over time.

3. They form a record of which institutions have attended the articulation committee meeting.

4. They are an important measure of accountability.

Functional Minutes

While many items may be discussed at the meeting which may be of interest to participants, the minutes should normally consist of those items which relate to the mandate of the committee to discuss, and, whenever possible, resolve. Examples include issues related to the alignment of curriculum, the articulation of courses, and the ability of students to transfer credits without facing undue barriers. The minutes should concentrate on the following items:

- List of attendees (including names and email addresses);
- Location and duration of meeting;
- Decisions, action items or motions;
- Description of any items (*e.g.* new provincial or national initiatives) with implications for the discipline/program;
- Description of problems or issues that need attention, with suggestions for action (by committee members, by institutions, by BCCAT);
- Notable committee achievements or successes which can be highlighted in BCCAT publications or other places;
- Names and complete contact information for all incoming officers (chair, co-chair, secretary); and
- Date and location of next meeting.

IMPORTANT NOTE:

Minutes should be sent to BCCAT ***within four weeks of the meeting***.
(We understand that these will be *draft* minutes.)
Remember to send minutes electronically to the following address:

articulation@bccat.bc.ca

BCCAT hopes to post articulation committee meeting minutes on the website (www.bccat.bc.ca) in the future.

Frequently Asked Questions about Articulation Committees

Q1: What is the process to be followed when an institution changes its curriculum?

A: One of the primary purposes of Articulation Committees is to provide a forum for the discussion of curricular issues, especially as they relate to articulation. Institutions that receive transfer students should discuss at articulation meetings upcoming changes which may/will affect transfer. They also have a duty to ensure that all sending institutions are well informed about proposed changes even if they do not have a representative at the articulation meeting.

There are three key elements to this consultation process:

a) All details of the proposed curricular changes should be explicit. Information such as calendar descriptions and course outlines; significant changes in assessment/evaluation practices; proposed changes in prerequisites, degree or credential requirements; changes to course levels (*e.g.* from lower division to upper division) should be provided. Feedback from affected sending institutions should be sought. Within the sending institutions it is important that the articulation contact person inform other faculty and relevant administrators of the proposed changes.

b) Adequate timelines should be established for the implementation of curricular changes which will allow for sending institutions to respond. This response may include adapting their own curriculum to fit the proposed changes and this can be a time-consuming process requiring "grandparenting" provisions.

c) The implications for transfer should be thoroughly examined, including the implications outside the immediate department. For example, if a credit value changes from assigned to unassigned for a certain math course, will that course still be acceptable as fulfilling the math requirements in another program?

***Remember that good communication is two-way.**
If in doubt, ask for information!*

Q2: New programs and disciplines emerge all the time. How are new articulation committees formed for such programs?

A: Because there are significant costs to the system, to individual institutions, and to BCCAT to establish and maintain articulation committees, new committees are not established unless approved by the Transfer and Articulation Committee of BCCAT. In order for a new committee to be established, the discipline must be distinct and widespread in the post-secondary system, and the new committee must not duplicate the work of another committee. Therefore, one of the first options to consider is whether or not an existing committee can provide the appropriate venue for the discussions. If an existing committee cannot accommodate the needs of the new or emerging group, that group should forward a proposal for the establishment of a new articulation committee to BCCAT.

This proposal should be as comprehensive as possible, and address the following items:

- a detailed rationale for the establishment of the new group;
- a description of the work it will undertake and the issues it will address;
- a list of the potential membership or representative groups including, as appropriate, ministry, secondary school, private sector or other representation;
- a plan for chairing, and for taking and distributing minutes;
- statements of support for the establishment of the committee from each participating institution's Dean or Director; and
- frequency and location of meetings and/or plans for electronic communication.

Once the proposal has been received, it will be adjudicated by the Transfer and Articulation Committee at their next meeting. Discussions with other interested parties (*e.g.* Deans' groups, Ministry responsible for Advanced Education) will form part of the adjudication process where appropriate. The Executive Director of the Council will communicate the decision of that committee to the proponent group.

Q3: Who pays for Articulation Committee Meetings?

A: The budget for institutional representatives to attend articulation committee meetings is disbursed to each institution by the Ministry as part of the annual budgetary allocation process. *Therefore, each institution is responsible to pay for the costs associated with sending a representative.*

[NOTE: While BCCAT reimburses the expenses of articulation committee chairs to attend the BCCAT Annual Meeting, it does not have any budget to cover costs associated with articulation committee meetings (apart from the attendance of BCCAT staff members).]

Q4: My institution is hosting the meeting this year. What is expected of us?

A: Many committees rotate their meeting location among member institutions. If you are hosting the meeting, it's a good idea to ensure that you have the support of your institution. Since the host department does not incur travel costs to send a representative to the meeting, it is usually able to provide a meeting room, food, and miscellaneous support such as photocopying. However, this is sometimes beyond the budget of the department, and in this case the committee usually covers the expenses by sharing the costs among members.

Q5: We want to organize some other activities for our members in conjunction with the articulation committee meeting. Is that a problem?

A: Many articulation committees organize professional development events in conjunction with the meeting, or schedule their meeting to coincide with a conference related to their discipline. Others take the opportunity to engage in work related to curriculum development. The important thing is to distinguish between what is articulation committee business (see the Terms of Reference for Articulation Committees) and what is "other" business. The agenda that goes out to all members in advance of the meeting should be clear on this point. While all post-secondary institutions in B.C. recognize the importance of professional development and instruction-related activities, and in many cases the advantage of tying such events to articulation committee attendance, most have different budgeting mechanisms for this type of travel. Institutions have told BCCAT that they need to be clear about the nature and purpose of the travel which they are funding.

Q6: What happens to committees that don't meet?

A: It is understood that due to the evolving nature of post-secondary fields, articulation committees which may once have been needed, may no longer be relevant and may stop meeting. Where a committee has not supplied contact information, has not returned requests for information, or does not appear to have met for a period of two academic years, BCCAT will assume that the committee is no longer operative. Notification that this committee will be removed from the list of BCCAT approved committees will be sent to the last recorded chair and SLP of the committee, and will also be noted next to the name of the committee on the BCCAT website. If feasible, institutions which participated in the articulation committee will also be notified. If no request to continue is received, or no activity occurs, the committee will be deleted from the list of approved articulation committees. In order to be reinstated, the committee must re-apply for approval, using the format developed for approval of new committees.

Q7: Our committee is concerned that an institution has not sent a member for several years. How can we encourage them to attend?

A: A personal approach by the articulation committee chair, such as a phone call or e-mail to the appropriate department, school or division chair/head, can help to clarify why a representative is not attending, and provide encouragement to do so. If the chair perceives a problem, he/she can also request help from BCCAT.

Q8: When do Ministry representatives attend articulation meetings?

A: Several committees deal with subject areas which have corresponding responsibilities within the Ministry, looked after by a Coordinator, Manager or Director. Depending on the subject area, Ministry representation at articulation meetings may be well-established and ongoing, occasional or project-specific. Ministry representation is especially important in cases where curriculum review, new program development, or changes to provincial regulations which may affect your subject area, are being directed or coordinated within the Ministry. If you are not sure whether or not to invite a Ministry representative, or whom to contact, BCCAT will be glad to put you in touch with the appropriate person. This refers to the ministries responsible for both the secondary and the post-secondary sectors.

Q9: Our meetings have a tendency to go off track. How do we avoid that?

A: When faculty from the same discipline get together from all over the province, there is a natural inclination to discuss items of common concern. The challenge is to make sure that such discussions are germane to the terms of reference for articulation committees as outlined in this handbook. Chairs should help orient the whole group to the mandate of the committee, the process of articulation and the relationship of the committee to the BCCAT. Some time can be spent at the beginning of each meeting (especially when guests have been invited or where many members are new) on such a discussion/ orientation.

Q10: What role does the secondary school representative play on our committee?

A: The secondary school representative is a full voting member of the committee. The purpose of including a representative from the secondary schools is to improve communication and articulation between the two sectors. The person, therefore, should be someone who is appropriately qualified and can speak knowledgeably about the subject area as it pertains to the secondary school curriculum, and can represent the interests of that sector. As with all other members, he/she represents a curricular area or program, and has no authority to speak for, or make decisions binding upon a school, or an association. Secondary school representatives should make reasonable efforts to communicate with their colleagues, through their professional associations or networks, about the agenda and decisions of articulation committees. It is recognized, however, that this can be difficult, given the number of secondary schools and the limited representation. It is also helpful if he/she can assist in finding and providing orientation for a new representative if no longer able to serve.

Q11: How do we identify a secondary school representative for our committee?

NOTE: This process is currently under discussion. Please check the online edition of this handbook for the most current information.

Q12: How are links maintained between the Adult Basic Education (ABE) Working Groups and their counterpart articulation committees?

A: It is essential to provide linkages between ABE and post-secondary programs in the same discipline, similar to the linkages provided between the secondary and post-secondary sectors by the secondary school representatives. Both the Transfer & Articulation Committee of BCCAT, and the Deans & Directors of Developmental Education endorse the addition of ABE representatives to articulation committees. The ABE Working Group chair appoints a member to sit on each counterpart articulation committee, to act as a liaison between the two committees. The normal practice is that the representative will come from the locality in which the articulation committee meeting will take place and therefore may be a different person each year. The ABE representative is a full voting member of the articulation committee and has the responsibility to report back to his/her working group, and to speak to issues related to communications, coordination and articulation between the two sectors. If an articulation chair is unsure if his/her committee should invite an ABE representative, he/she should contact BCCAT.

Q13: When is it appropriate to invite representatives from private post-secondary institutions?

A: Private institutions that are members of the B.C. Transfer System are required to send representatives to articulation committees and these representatives are full voting members. Inviting individuals from other private institutions will vary from committee to committee. It is in the best interest of both public and private institutions to maintain as open a communication as possible in curricular areas where significant articulation agreements exist or where the private institutions are offering similar programs. In these cases, articulation committees can decide whether representatives from private institutions should be invited to attend and whether they should participate as visitors/observers or as full members.

Q14: As chair of my articulation committee, I have been asked to sit on a provincial committee. Is this part of my duties?

A: Since articulation committees represent considerable bodies of expertise in subject areas, they may be asked from time to time to send representatives to other committees or task forces. Such involvement can be desirable and mutually beneficial, but it can also present a dilemma for the committee. There is normally no funding for members' or chairs' activities beyond the committee meetings themselves and invitational workshops held by the BCCAT, and no release time from teaching duties for additional responsibilities. Chairs or representatives are advised to request any necessary funding from the organization requesting the representation. They should also seek the permission and support of their own departments to engage in "extra" activities.

Part C

Transfer Guidelines

Principles and Guidelines for Transfer[5]

Preamble

Transfer relationships in British Columbia are governed by statements which were adopted by the Council in 1993 after thorough consultation with the institutions of the B.C. Transfer System.

The principles and guidelines are based on those formulated by the British Columbia Post-Secondary Coordinating Committee and approved by university senate and college councils in 1976 and 1977.

PRINCIPLES

1. The primary purpose for transfer among colleges, universities and institutes is to increase student accessibility to post-secondary education by facilitating student mobility between institutions.

2. Each institution in the British Columbia post-secondary system will seek to enhance accessibility by planning for, and accepting as transfers, students who have completed a portion of their post-secondary studies at another institution in the system.

3. In any transfer arrangement, the academic integrity of the individual institutions and programs must be protected and preserved.

4. Awarding of transfer credit will be governed by the policies and regulations of the Senates and Boards of the institutions concerned.

5. Course or program transfer credit should be based on equivalency of academic achievement and of knowledge and skills acquired.

6. In determining the eligibility of transfer students for admission, receiving institutions will give primary consideration to a student's post-secondary academic record, provided the student has completed at least 30 credits of post-secondary studies.

7. While the minimum conditions for admitting transfer students will be published, receiving institutions may limit admissions to programs based on availability of resources.

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[5] This document contains 1) the British Columbia Principles and Guidelines for Transfer and 2) the BCCAT Supplemental Principles and Guidelines for Flexible and Innovative Transfer (pages 4-6).

8. Admission of transfer students to some programs may be based upon criteria pertinent to the program, additional to academic performance. While academic prerequisites ensure eligibility, they do not guarantee admission to a particular program.

9. If transfer arrangements are to be effective, students must be provided with information, prior to beginning their programs at sending institutions, as to course equivalencies, program prerequisites, and levels of achievement on which admission to and awarding of transfer credit at receiving institutions will be based. Receiving institutions should not make changes in these arrangements without providing adequate notice and lead time to sending institutions.

GUIDELINES

1. Although formal transfer negotiations shall take place via the designated persons at each of the institutions, discussions concerning course content, adequacy of supporting facilities and related matters should generally occur first at the local (i.e., department to department or instructor to instructor) level.

   The institutions seeking transfer credit should be prepared to provide the following information: course name, course number, length of instructional period, hours per week (lecture, lab, seminar) objective of course, and - although subject to change without notice - texts and required reading, initial proposals for method of instructing and evaluation, and the qualifications of instructors.

2. Negotiations between institutions regarding equivalency should recognize that effective learning can occur under a variety of arrangements and conditions. Various methods of demonstrating or achieving equivalency may be employed, particularly for career programs, for example, course equivalency, competency tests, challenge exams, program equivalency and bridging programs.

3. Program or discipline articulation committees consisting of representatives of institutions offering the respective programs meet routinely to share information and enhance cooperation among people providing instruction in given areas of study; to promote course equivalency where appropriate; and to aid in the process of achieving inter-institutional transfer credit. Curriculum issues arising from transfer agreements may be addressed to appropriate articulation committees.

4. An institution which denies the transfer of credit requested by another institution shall state the reasons for the refusal.

5. Once an agreement has been reached on the conditions of credit transfer of an individual course or program of studies, it shall not be abrogated without reference to the designated authorities in the institution affected.

6. An institution planning changes to its curriculum which will affect the requirements for credit transfer should inform the members of the relevant articulation committees as far in advance of implementation as possible so that other institutions can consider the desirability of alterations to their courses and programs. Until others have been notified of changes, institutions have an obligation to fulfill the commitments of current course outlines.

7. The minimum GPA for admission as a transfer student is normally 2.0 (C). Receiving institutions which require higher GPAs for programs to which access is limited and for which transfer quotas have been established will normally give preference to students who have completed as much of their programs of studies as is feasible at the sending institutions.

   For one of a kind programs or programs with very limited enrolments (usually professional and career) for which sending institutions offer specific transfer programs, appropriate administrators from sending and receiving institutions should, as part of a transfer agreement, establish enrolment quotas for each of the participating institutions.

8. Transfer arrangements between colleges and universities are assumed to be based on "lower division" (i.e., first and second year) studies. It is recognized that the assignment of 'year level' to any individual course might vary at different institutions and, therefore, specific exceptions to this rule might occur under inter-institutional arrangements.

9. Transfer of credit includes the following categories:

   (i) Specific equivalent of a given course (assigned credit);

   (ii) Unassigned (elective) credit in a discipline or department;

   (iii) Unassigned (elective) credit in a faculty or program;

   (iv) Unassigned (elective) credit for courses not identifiable with course offerings but which are evaluated as being appropriate for academic credit on transfer.

Supplemental Principles and Guidelines for Flexible or Innovative Transfer

Preamble

After extensive study and consultation, the B.C. Council on Admissions and Transfer (BCCAT) has concluded that transfer among institutions in B.C. has become and will continue to become more complex due to the increase in the number of degree granting institutions. To maximize student access, the B.C. post-secondary education system is committed to enabling students to transfer relevant credits among institutions. In order to sustain this commitment in the face of the increasing number of receiving institutions and complex patterns of student movement among institutions, the B.C. Council on Admissions and Transfer is working to encourage the development of more innovative, flexible and efficient transfer arrangements. In doing so it recognizes the existence of necessary constraints on credit transfer, but wishes to minimize inequities and difficulties faced by students and institutions.

Therefore, the Council has developed a set of *"Supplemental Principles and Guidelines for Flexible or Innovative Transfer"*. These new principles and guidelines have not been formalized, in the sense of being developed through a process of extensive consultation with the post-secondary system. Nevertheless, Council believes that they are potentially very useful, both generally, and for application to projects to develop alternate, flexible approaches to transfer.

GENERAL PRINCIPLES FOR FLEXIBLE AND INNOVATIVE TRANSFER

1. Students should be able to complete all lower division degree requirements at a college, provided that the college offers a reasonable variety of courses in their chosen discipline.

2. Neither transfer nor direct entry students should be advantaged or disadvantaged as a result of the transfer process.

GENERAL GUIDELINES FOR FLEXIBLE AND INNOVATE TRANSFER

1. Variations in institutional programs that reflect differing missions, context or expertise should be respected and accommodated. Accommodation strategies may include receiving institutions setting more flexible course or credit requirements for transfer students than for direct entry students.

2. Sending and receiving institutions should provide a written rationale for the designation of courses as upper or lower division when requested.

3. Each receiving institution should normally grant the same number of credits for each transfer course as it grants its own equivalent course.

4. For the purpose of assessing equivalency, comparison of courses or programs may be based on a variety of factors, including the following (as many as are appropriate):

    - comparison of detailed content elements
    - comparison of outcomes
    - comparison of general subject matter
    - comparison of depth or breadth of coverage of subject matter, even if content details or approach are different
    - comparison of assessment
    - documented evidence of student success in subsequent courses

5. Block transfer, flexible transfer or transfer innovation agreements should not undermine the ability of students to continue to transfer on a course by course basis.

6. Students and institutions should be satisfied that transfer decisions are considered in a consistent manner. Postsecondary institutions should develop and maintain clearly stated policies and procedures for consideration of transfer of credit. Students should be able to obtain an institution's rationale for a refusal, and institutions should have clear procedures for students to appeal such decisions.[6]

GUIDELINES FOR BLOCK TRANSFER AGREEMENTS

Definition of Block Transfer: *Block Transfer is the process whereby a block of credits is granted to students who have successfully completed a certificate, diploma or cluster of courses that is recognized as having an academic wholeness or integrity, and that can be related meaningfully to a degree program or other credential.*

1. Block Transfer agreements will normally involve certificate or diploma programs from the sending institutions, but may also involve smaller blocks or clusters of courses or credits.

2. Where the receiving institution does not grant the number of credits equivalent to the number the sending institution grants for the block, it should provide clear rationale for the number of credits granted.

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[6] Revision June 2003, to comply with Ministerial Statement on Credit Transfer in Canada, Winnipeg, Manitoba, October 9, 2002.

3. While many block transfer agreements include a provision that the student is deemed to have fulfilled all lower level requirements, others may stipulate that any lower level requirements that have not been completed must still be taken.

4. Block transfer agreements should be clear, in that each student should know exactly what credit he/she will receive at the receiving institution.

5. A block transfer agreement does not guarantee admission to the receiving program or confer priority status, unless such provisions are specifically built into the agreement.

6. The standards or criteria for program admission for students transferring under a block transfer agreement should be clearly stated in the agreement.

7. Sending and receiving institutions should reach agreement on what constitutes replication of coursework before a block transfer agreement is finalized. Students should not have to repeat content of which they have already demonstrated substantial mastery.

8. If a block transfer agreement provides for two years of credit transfer, transfer students should be able to finish a four-year degree in a further two years or within a reasonable additional amount of time if deemed essential by the receiving institution.

9. Block transfer arrangements should involve signed formal agreements between a sending and receiving institution.

10. Block transfer arrangements should be well documented (including in the B.C. Transfer Guide) and accessible to students.

11. Depending on the agreement, block transfer agreements may include provision for course-by-course allocation of credit, or may obviate the need for such allocation.